DOCUMENT RESUME

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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, these performance packages are made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending literal meaning in reading, viewing and listening selections. The first package begins with reference to the particular content standard addressed in the package, the educational level of the package (primary), and a summary statement of the content standard. It then describes the task associated with the student performances: read a selected story (concerning wolves) orally and then create a written retelling of the same story. A second, closely related performance package on wolves presents the following tasks: (1) read, view, or listen to factual and fictional accounts on a topic such as wolves, and complete a Know, Question, Learn chart; (2) compare and contrast stories from different cultures on the same topic; and (3) predict and write a story ending based on either factual of fictional knowledge on a topic such as wolves. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the packages. (RS)

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STUDENT PERFORMANCE TASK 1
Wolves—Fact and Fiction

Standard Code: Read, View, Listen P.1 _____ Honors Primary Level

Topic: Read, View, Listen—Wolves, Fact or Fiction ____√__ Partial

Amount of Time: 1 day _____ Required

Specific Statement(s) from the Standard:

What students should do:

1. Read, view or listen to non-fiction selections and stories:
   b. retell main events or ideas in sequence
   c. pronounce new words using phonic skills
   d. read aloud fluently with appropriate expression

Products:

Oral reading
Written retelling

Central Learning

- Make numerous decisions about details that combine to create a representation of an idea.

Task Description:

Overview: The students should select one of the stories they have read for the activities in Read, View, and Listen G3.2 Wolves performance package (see Special Note #1). If both G3.1 and G3.2 are done together it will meet standard level performance. They should read this selection out loud then prepare an illustrated and written retelling of the main events or ideas in the selection.

ORAL READING

ORAL RETELLING As the students read out loud, keep a running record (see special notes and Example #1). After they have read the selection orally, students should identify the main events from the beginning, middle, and end of the story. Using the circle graphic (see Example #2), they will write the events in the bottom of the circle and draw the events in the upper part of the circle. There should be three circles—one for the beginning, one for the middle, and one for the end of the story. When they are satisfied with each circle, they should cut them out, sequence them, and attach them in order or glue them to a large sheet of paper.

EXAMPLE #1: Procedures for Taking a Running Record

You can take a running record using any text. In order to assess student performance relative to the standard, a readability level of third grade or higher should be established using a readability formula. Record student responses on a blank sheet, on a photocopy of the text, or on an overhead transparency placed over the text. Responses may also be recorded for analysis at a later time. Use the following notation to mark the running record.

Task Description, continued,

CORRECT WORD IDENTIFICATION: Use a √ (check) above each word to indicate correct decoding.

√	√	√	√	√	√	√	√	√	√	√
One	day,	the	wolf	got	a	terrible	craving	for	chicken	stew.

SUBSTITUTION: Write down the word the child uses as a substitute. These are counted as errors.

√	√	√	√	√	√	√	*carving*	√	√	√
One	day,	the	wolf	got	a	terrible	craving	for	chicken	stew.

INSERTION: Write in any extra words the child uses. These are counted as errors.

√	√	√	√	*he*	√	√	√	√	√	√	√
One	day,	the	wolf	^	got	a	terrible	craving	for	chicken	stew.

OMISSION: Use a --- (dash) to indicate a word that the child has left out. These are counted as errors.

√	√	√	√	√	√	√	---	√	√	√
One	day,	the	wolf	got	a	terrible	craving	for	chicken	stew.

REPETITION: Underline words, phrases or sentences repeated by the child. These are not errors.

√	√	√	√	√	√	√	√	√	√	√
One	day,	the	wolf	got	a	terrible	craving	for	chicken	stew.

SELF CORRECTION: Write the letters "SC" next to errors the child is able to self-correct at any point in the reading. These are not counted as errors.

							SC			
√	√	√	√	√	√	√	*carving*	√	√	√
One	day,	the	wolf	got	a	terrible	craving	for	chicken	stew.

ACCURACY RATE: Use this formula to compute the accuracy rate.

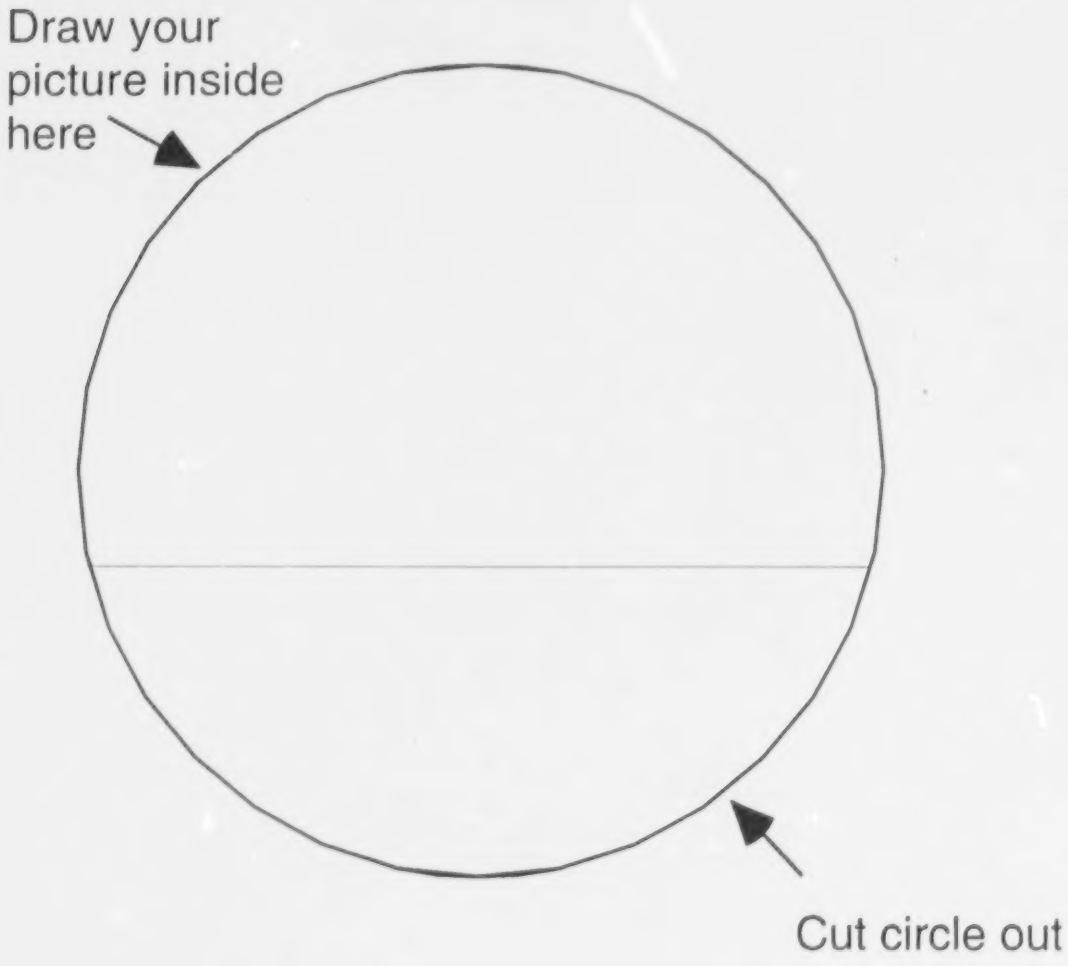
$$\frac{\text{Total Words in Selection} - \text{Total Errors} + \text{Self-Corrections}}{\text{Total Words in Selection}} = ____\ \%\ \text{(Accuracy Rate)}$$

Example:

$$\frac{260 - 22 + 8}{260} = 94.6\ \%\ \text{(Accuracy Rate)}$$

Task Description continued

EXAMPLE #2: Circle Graphic



STUDENT PERFORMANCE TASK 1
Wolves—Fact and Fiction

Special Notes

1. Teachers may want to limit student choices to a few approved reading selections in order to ensure that students are selecting material at a third grade reading level. Limiting the number of selections would facilitate the use of readability formulas and the computation of levels of accuracy. The bibliography listed in special notes for Task #1 in Read, View, Listen G5.2 contains many picture books with third grade readability levels. In addition, many of these stories (such as The Wolf's Chicken Stew) have been anthologized in basal reading series. If there is a story in the basal reader used at your grade level, it would be a good choice for the running record.
2. Use Example #1 to take a running record of the child's oral reading.

For additional information on the retelling process, please see:

Brown, H. and Cambourne, B. *Read and Retell.* Portsmouth, NH: Heinemann, 1987.

Harp, B. *The Handbook of Literacy Assessment and Evaluation.* Norwood, MA: Christopher-Gordon, 1996.

This assessment package is based upon material that may appear in the following publication: Monson, M.P. and Monson, R.J. (in press). *Integrated Learning Assessment: Building Stronger Bridges Between Learning, Curriculum and Assessment.* Tuscon, AZ: Zephyr Press. Task designer Michele Pahl Monson can be reached through e-mail at 0197supt@informns.k12mn.us

These performance packages use complex processes and ask for products within the cognitive ability of the grade level.

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 1

Wolves—Fact and Fiction

E=Excellent

S=Satisfactory

N=Needs Improvement

Student		Teacher
_____	Third grade selection is read with 90% accuracy (see Example #1).	_____
_____	Word recognition strategies are used effectively to decode words (see Example #1).	_____
_____	Selection is read with expression appropriate to the meaning.	_____
_____	Main events (beginning, middle, and end) are retold in sequence (see Example #2).	_____
	OVERALL EVALUATION	_____

Notes following Performance

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Performance Package
Minnesota Profile of Learning

Content Standard: Read, View, Listen P.2 ___√___ Honors Primary Level

Course: Literature/Science _____ Partial

Title of Package/Activity: Wolves--Fact and Fiction _____ Required

Summary Statement of Content Standard:

Interpret and evaluate information in reading, viewing and listening selections.

Description of Student Performances:

		Performance Record	Achievement*
Task 1:	Read, view or listen to factual and fictional accounts of a topic, such as wolves.	Date:	Grade:
	Complete "Know, Question, Learn" chart.	Date:	Grade:
	Complete a Venn diagram comparing real and fictional accounts.	Date:	Grade:
Task 2:	Compare and contrast stories from different cultures on same topic.	Date:	Grade:
	Summarizes tone of two stories about same topic.	Date:	Grade:
Task 3:	Predictsand write a story ending based on either factual or fictional knowledge of a topic, such as wolves.	Date:	Grade:

FINAL ACHIEVEMENT GRADE/RATING: 4 3 2 1

Task Management Skills:

Performance Record

Perseverance
- Focus on the task for appropriate length of time
- Continue to try despite distractions, obstacles, frustrations
- Attend to details and checks for errors

Time Management
- Complete work according to a plan
- Monitor and adjust work plan when necessary. Uses time, space and movement efficiently
- Meet deadlines

***Scoring Criteria:**
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3- Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

PERFORMANCE PACKAGE TASK 1
Wolves--Fact and Fiction

Standard Code: Read, View, Listen P.2 ___√___ Honors Primary Level

Topic: Wolves _____ Partial

Amount of Time: One week _____ Required

Specific Statement(s) from the Standard:

What students should do:

1. Read, view or listen to age-appropriate non-fiction selections and stories:
   c. draw conclusions based on information in selection
   d. compare and contrast elements of the story or selection (e.g., characters, ideas, events)

Products:

1. Individual "Know, Question, Learn" Chart.
2. Venn diagram comparing real and fictional traits or accounts.

Central Learning:

- Identify and explain the components of a complex task or idea.

Task Description:

Overview: Students learn about wolves. Then they compare and contrast representations of wolves in fact and fiction, using a Venn diagram. They complete a "Know, Question, Learn" chart on the topic. (The topic(s) about which students read, view, and listen can be adapted to your curriculum; you may substitute your topic(s) for wolves in the task description.)

Charting on What We Know

1. Show students how to fill in the "Know, Question, Learn" chart. (See example #1.) In the first row, they should list all of the things they "know" about wolves. They should fill in the second row with questions they have about wolves. The third row will be completed at the end of this task.

Reading, Viewing, Listening

2. Give students factual material to read, view or listen to. You may give them fact sheets to study, read an account aloud, or have students take turns reading aloud. Augment the readings with non-fiction images from videos, or photographs. (See Special Notes, Resource List.)

3. For comparison and contrast, read aloud or have students read a fairy tale with a wolf character. Ask students to discuss the differences between the fictional representations of wolves with images of real wolves. As an option, you may also want to offer students two versions of the same wolf fairy tale and discuss the differences and similarities between the two versions. (See Special Notes, Resource List.)

Task Description, continued

Charting What Was Learned From Reading, Viewing, Listening

4. Ask students to return to the "Know, Question, Learn" charts and to review the first row, circling anything they thought they "knew" about real wolves which they have learned is not really true. Students should then review the questions they originally had about wolves. They can use this as a guide for filling in the third row with what they have learned about wolves in fact, and what they have learned about fictional representations of wolves.

Comparing Different Accounts

5. Demonstrate the use of Venn diagrams if students are not already familiar with them. Ask them to complete a Venn diagram on the differences and similarities of wolves in fact and wolves in fiction. Students should complete the diagrams by listing unique traits about real wolves in one outside circle and listing traits unique to the fictional wolf character in the other outside circle. They should then list traits common to both representations of wolves in the intersecting area.

Task Management Skills:

Perseverance
- Focus on the task for appropriate length of time
- Continue to try despite distractions, obstacles, frustrations
- Attend to details and checks for errors

Time Management
- Complete work according to a plan
- Monitor and adjust work plan when necessary. Uses time, space and movement efficiently
- Meet deadlines

STUDENT PERFORMANCE TASK 1
Wolves--Fact and Fiction

Example #1: Know, Questions, and Learned (K-Q-L)

What I know about wolves	
Questions I have about wolves	
What I've learned about wolves IN FACT	What I learned about wolves IN FICTION

Special Notes:

These performances use complex processes and ask for products within the cognitive ability of the grade level.

The G3.1 wolves package covers part of the standard for literal comprehension. The G3.2 wolves package meets standard level.

You may want to modify the performance in accordance with your own teaching style and using alternatives that assess the same reading, viewing, and listening skills. You may also use different animals or topics at any point in the tasks as long as the same processes are assessed.

Resource List

If you use the topic of wolves, the following items can be used throughout the package:

Book List - Fiction

Ahlberg, J. and A. *The Jolly Postman or Other People's Letters*. Boston, MA: Little Brown and Company, 1986.
Allen, J. *Mucky Moose*. New York: Macmillan, 1991.
Blundell, T. *Beware of Boys*. New York: Greenwillow, 1992.
Bucknall, C. *The Three Little Pigs*. New York: Dial, 1987.
Catalano, D. *Wolf Plays Alone*. New York: Philomel, 1992.
Claverie, J. *The Three Little Pigs*. New York: North-South Books, 1989.
Coady, C. *Red Riding Hood*. New York: Dutton, 1992.
Dahl, R. *Roald Doll's Revolting Rhymes*. New York: Bantam, 1986.
Damjan, M. *Atuk*. New York: North-South Books, 1964.
Delaney, A. *The Gunny Wolf*. New York: Harper Collins, 1988.
Edens, C. *Little Red Riding Hood*. San Diego, CA: The Green Tiger Press, 1989.
Emberley, M. *Ruby*. Boston, MA: Little Brown and Company, 1990.
Galdone, P. *The Three Little Pigs*. New York: Clarion, 1970.
Goble, P. *Dream Wolf*. New York: Bradbury, 1990.
Goodall, J. *Little Red Riding Hood*. New York: Macmillan, 1988.
Hoffman, F. *The Wolf and the Seven Little Kids*. New York: Harcourt, 1957.
Hyman, T. S. *Little Red Riding Hood*. New York: Holiday House, 1983.
Kasza, K. *The Wolf's Chicken Stew*. New York: G. P. Putnam's Sons, 1987.
Kherdian, D. *Feathers and Tails: Animal Fables From Around the World*. New York: Philomel, 1992.
Kimmel, E. *Nanny Goat and the Seven Little Kids*. New York: Holiday, 1992.
London, J. *The Eyes of Grey Wolf*. New York: Chronicle, 1993.
Marshall, J. *The Three Little Pigs*. New York: Dial, 1989.
Murphy, J. *The Call of the Wolves*. New York: Scholastic, 1989.
Nickl, P. *The Story of the Kind Wolf*. New York: North-South Books, 1982.
Offen, H. *Nice Work, Little Wolf!* New York: Dutton, 1992.
Prokofiev, S. *Peter and the Wolf*. Retold by Selina Hastings. New York: Holt, 1987.
Prokofiev, S. *Peter and the Wolf*. Retold by Michele LeMieux. New York: Morrow, 1991.
Prokofiev, S. *Peter and the Wolf*. Translated by Maria Carlson. New York: Viking, 1982.
Prokofiev, S. *Peter and the Wolf*. Retold by Barbara Cooney. New York: Viking, 1986.
Prokofiev, S. *Peter and the Wolf*. Retold by Patricia Crampton. Saxonville, MA: Picture Book Studio, 1987.
Roberts, T. *The Three Little Pigs*. Westport, CT: Rabbit Ears Productions, 1990.
Ross, T. *Mrs. Goat and Her Seven Little Kids*. New York: Atheneum, 1990.
Ross, T. *The Boy Who Cried Wolf*. New York: Dial, 1985.
Rounds, G. *Three Little Pigs and the Big Bad Wolf*. New York: Holiday, 1992.
SanSouci, R. *The Talking Eggs*. New York, Scholastic, 1989.
Schenka de Regniers, B. *Red Riding Hood*. New York: Aladdin, 1972.
Scieszka, J. *The True Story of the Three Little Pigs*. New York: Viking Kestrel, 1989.
Testa, F. *Wolves Favor*. New York: Dial, 1986.

Special Notes, continued

Trivizas, E. *The Three Little Wolves and the Big Bad Pig.* New York: Macmillan, 1993.
Varley, S. *The Fox and the Cat: Animal Tales from Grimm.* New York: Lothrop, 1985.
Underwood, P. *Who Speaks for Wolf: A Native American Learning Story.* Georgetown, TX: A Tribe of Two Press.
Wegman, W. *Little Red Riding Hood.* New York: Hyperion, 1993.
Young, E. *Lon PoPo: A Red Riding Hood Story From China.* New York: Scholastic, 1989.
Zemach, M. *The Three Little Pigs: An Old Story.* New York: Farrar, 1988.
Zwerger, L. *Little Red Cap.* New York: Morrow, 1983.

Book List - Non-Fiction

Andrews, J. *Explorer Books: Wolves.* New York: The Trumpet Club, 1990.
Brandenburg, J. *To the Top of the World Adventures With Arctic Wolves.* New York: Walker, 1993.
George, J. C. *The Moon of the Grey Wolves.* New York: Harper Collins, 1991.
Johnson, S. and Aamodt, A. *Wolf Pack: Tracking Wolves in the Wild.* New York: Lerner, 1985.
Lawrence, R. *Wolves.* New York: Little Brown, 1990.
Ling, M. *Amazing Wolves, Dogs and Foxes.* New York: Knopf, 1991.
Milton, J. *Wild, Wild Wolves.* New York: Random, 1992.
Patent, D. *Grey Wolf, Red Wolf.* New York: Clarion, 1990.
Robinson, S. *The Wonder of Wolves.* Denver, CO: The Denver Museum of Natural History, 1989.
Simon, S. *Wolves.* New York: Harper Collins, 1993.
Wolpert, T. *Wolf Magic for Kids.* Gareth Stevens, 1991.
"Wolves," *Zoobooks*, Vol. 2, No. 10 (July, 1986), Wildlife Education Ltd., 930 West Washington Street, San Diego, CA 92103, (619) 745-0685.

CD Rom

Into the Woods. Music and Lyrics of Steven Sondheim. RCA Victor, 1987.

Audio Cassette

The Language and Music of the Wolves. Narrated by Robert Redford. New York: The American Museum of Natural History, 1971.

Organizations

Wolfhaven, 3111 Offut Lake Road, Tenino, WA 98589, 1-800-488-WOLF
Timber Wolf Alliance, Sigurd Olson Environmental Institute, Northland College, Ashland, WI 54806
International Wolf Center, c/o Vermilion Community College, 1900 East Camp Street, Ely, MN 55731, 1-800-ELY-WOLF
Denver Museum of Natural History, 2001 Colorado Blvd., Denver, CO 80205: *Getting to Know the Wolf* and *Wolfpack* (a curriculum package that goes along with that)

Video

Winterwolf, c1992, Wehman Video, 2366 East Lake Avenue E, Suite 420, Seattle, WA 98102
The Yellowstone Ecosystem Studies (studying the reintroduciton of wolves to Yellowstone Park), (406)-587-7758

Special Notes, continued

In addition, the following materials are available from the International Wolf Center:

Video Materials

General Wolf Slide Packet. A set of 20 slides including wolf pups, den sites, Arctic wolves and more. This packet contains accompanying information for each slide and wolf information sheets. #290; $21.95

Cry of the Wild. 80 minutes. This award-winning film is the breathtaking record of Bill Mason's quest to understand the timber wolf. #301A; $14.95

Following the Tundra Wolf. In an annual trek, the tundra wolf follows the caribou herd on its 500-mile migration to the Arctic. The 45-minute video has won eight awards for excellence, using revolutionary videography techniques. Narrated by Robert Redford. #301.1; $27.95

In Praise of Wolves. A skilled naturalist, R.D. Lawrence, offers his thought provoking insights into the behaviors of a captive pack of wolves. Naturalists in the Wild Series. 50 minutes. #301B; $14.95

Was That a Wolf? A video guide to wolf identification. 16 minutes. #303.1; $19.95

White Wolf. National Geographic. 60 minutes. #301; $27.95

The Wolf. Narrated by Robert Redford. 30 minutes. #302; $24.98

The Wolf: Real or Imagined. Examine the wild predator that stalks human imagination. 28 minutes. #303; $24.98

Return of the Wolves. As the wolf returns to Yellowstone, KUED documents the history, the controversy and the challenge on video. 58 minutes. #304; $19.95

Wolves. Robert Redford narrates this National Audubon presentation video on the wolf-human conflict and its possible outcome. 60 minutes. #301.2; $19.95

Compact Disks and Cassettes

Classical Wolf. Classical music blended with wolf howling.
Cassette: #313; $9.95
CD: #314; $15.95

Jazz Wolf. Mystery lurks in the combination of wolf howls and the contemporary jazz licks of guitar and saxophone.
Cassette: #338.1; $9.95
CD: #338.2; $15.95

Howling Harmonies. These wolves will always answer your call. Experience the single howl lifting out of the darkness and follow the chorus in concert, the perfect background for daydreaming of the wilds inside you.
Cassette: #317; $9.95
CD: #318; $15.95

Timber wolves in the Tall Pines. Sounds from the timber wolf's environment.
Cassette: #359; $9.95
CD: #360; $15.95

Wild Sounds of the Northwoods. This 60-minute CD and 40-page booklet give a fascinating introduction to 100 species of frogs, birds, mammals and insects of the northwoods.
CD: #305; $12.95

Wolf Talk. Rainstorm and wolf howl, owl call and spring peepers bring the "call of the wild" alive in this wilderness of natural sounds.
Cassette: #339; $9.95
CD: #340; $15.95

Wolves and Humans. Volume 1: Wolf Vocalization. Educational tape with wolf vocalizations.
Cassette: #357; $13.95

Special Notes, continued

Information Resources from the International Wolf Center (address and phone # listed under organizations).

Wolf Organization Directory. Educational Booklet 202, April 1996 Edition. An index to about 50 organizations from around the world that offer information, materials, services or education about wolves and related species. #994A; $3.00

Student Packet. A collection of fact sheets selected from those offered below along with a coloring sheet that offer elementary students an introduction to the wolf. #994B; $3.00

Educator's Packet. A collection of fact sheets selected from those offered below along with a coloring sheet that can be copied for use in the classroom. Includes a letter describing other educational resources available, such as our Wolf Loan Boxes. #994C; $3.00

Yellowstone Reintroduction Packet. A collection of fact sheets, scientific reprints and a copy of the Summer 1995 International Wolf magazine dedicated to the reintroduction of wolves into the Yellowstone ecosystem. #994D; $8.00

Wolf-Pac: A School Outreach Project of the National Park Service. Received from The Wolf Fund when they closed their doors last year. Wolf-Pac provides teachers and other science educators with information, activities and resources they can use to help students (and themselves) learn about the ecology, life history and the folklore of wolves. It includes *Getting to Know the Wolf: A Teacher's Guide to the "Wolf-Pac" Materials, Wolves from the Zoobooks Series and the Wolf Recovery in the Northern Rocky Mountains* report. #994E; $3.00

Free Materials

Depredation on Livestock and Pets in Minnesota, Educational Supplement #102 (1 pg); Free
Eastern Timber Wolf Recovery, Fact Sheet (1 pg); Free
Historical Status of the Wolf in Minnesota, Educational Supplement #103 (1 pg); Free
International Wolf Center History, Educational Supplement #105 (1 pg); Free
Reintroduction of the Wolf in the United States, Educational Supplement #111 (4 pgs); Free
Wolf Recovery in Michigan, Fact Sheet (1 pg); Free
Wolf-Dog Hybrids, Educational Supplement #104 (1 pg); Free
Wolves in Minnesota, Fact Sheet (1 pg); Free
Wolves in Wisconsin, Fact Sheet (1 pg); Free
The Mexican Wolf: An Educational Activity Packet, #291 (a 16 page packet of fact sheets and activities); Free
The Wolf for Kids: Communication, Educational Supplement #114 (1 pg); Free
The Wolf for Kids: Facts About Wolves, Educational Supplement #113 (1 pg); Free
The Wolf for Kids: Family Life, Educational Supplement #115 (1 pg); Free
World Wolf Status Report, 1995 (2 pgs); Free

Send additional postage/handling fees as follows for the free materials requested:

1-5 pages	$1.00
6-10 pages	$2.00
11-20 pages	$3.00
Over 21 pages	$4.00

This assessment package is based upon material that may appear in the following publication: Monson, M. P. and Monson, R. J. (in press). *Integrated Learning Assessment: Building Stronger Bridges Between Learning, Curriculm and Assessment.* Tuscon, AZ: Zephyr Press. Task designer Michele Pahl Monson can be reached through e-mail at 0197supt@informns.k12.mn.us.

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 1

Wolves--Fact and Fiction

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Know, Question, and Learn Chart	
_____	The chart is accurately completed in all areas.	_____
_____	Anything in the "know" row which is learned to be untrue is correctly circled.	_____
_____	Questions and facts learned about wolves make sense.	_____
	Venn Diagram	
_____	One outside circle accurately lists real traits.	_____
_____	The other outside circle accurately lists story traits.	_____
_____	The middle where the circles meet accurately lists traits that are the same for both real life and stories.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK

PERFORMANCE PACKAGE TASK 2
Wolves--Fact and Fiction

Standard Code: Read, View, Listen P.2 __√__ Honors Primary Level

Topic: Wolves _____ Partial

Amount of Time: One week _____ Required

Specific Statement(s) from the Standard:

What students should do:

1. Read, view or listen to age-appropriate non-fiction selections and stories:
   a. understand ideas not explicitly stated
   c. draw conclusions based on information in selection
   d. compare and contrast elements of the story or selection (e.g., characters, ideas, events)
2. Summarize ideas and identify tone in persuasive, fictional and documentary presentations

Products:

1. Venn diagram on wolf fairy tales from different cultures.
2. A written paragraph comparing tones of the two fairy tales.

Central Learning:

- Identify and explain the components of a complex task or idea.

Task Description:

Overview: Students read a fairy tale from a different culture than the fairy tale previously read. They complete a Venn Diagram comparing and contrasting the tones of the two stories. (The topic(s) about which students read, view and listen can be adapted to your curriculum; you may substitute your topic(s) for wolves in the task description.)

Reading

1. Read aloud one wolf fairy tale that is from a different culture than the fairy tale read in Task 1. The two selections should contain identifiably different cultural representations of the wolf. (Book list includes wolf fairy tales from a variety of cultures.)

Comparing

2. Explain that students will use the fairy tale they are familiar with from Task 1 to compare and contrast with the new fairy tale in another Venn Diagram. Students should complete the diagram by listing unique traits about the wolf character from each fairy tale in the outside circles. Direct students to list the traits the two wolves have in common inside the intersecting area of the circles.

Task Description, Continued

Thinking About "Tone"

3. Explain that pictures, photos and words help set the "tone" for books and videos, and that "tone" influences how people think about the subject. For example, some pictures, photos or books might make people think wolves are bad or scary, while other pictures, photos or books might make people think wolves are good or friendly.

   Show students the covers of the two fairy tale books. (If the covers don't vary greatly in their representations of the wolf, you should choose other pictures from the books.) Ask students to discuss how each picture makes them feel about wolves and explain that this is a part of "tone."

Comparing "Tone"

4. Guide students in writing a paragraph on the different tones of the two fairy tales. They should consider the picture images, as well as the words they have used in their Venn Diagrams, to support their conclusions about the different tones of the books. Possible guideline questions:
   - How do you think the author of the story wants you to feel about wolves? (Scared, happy, excited, peaceful?)
   - Why do you think that is true? (What kind of words are used to describe the wolf character in each story? What does the wolf do in the story that makes you think s/he's good or bad? How does the wolf look in the pictures?)

Task Management Skills:

Perseverance
- Focus on the task for appropriate length of time
- Continue to try despite distractions, obstacles, frustrations
- Attend to details and checks for errors

Time Management
- Complete work according to a plan
- Monitor and adjust work plan when necessary. Uses time, space and movement efficiently
- Meet deadlines

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 2

Wolves--Fact and Fiction

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Venn Diagram	
_____	One outside circle lists traits unique to the first story.	_____
_____	The other outside circle lists traits unique to the second story.	_____
_____	The middle, where the circles meet, lists traits that are the same for both stories.	_____
	Paragraph on Tone	
_____	The paragraph clearly shows different tones for the stories.	_____
_____	The paragraph uses information from the Venn diagram.	_____
_____	The paragraph considers the pictures from the stories.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK

PERFORMANCE PACKAGE TASK 3
Wolves--Fact and Fiction

Standard Code: Read, View, Listen P.2 ___√___ Honors Primary Level

Topic: Wolves _____ Partial

Amount of Time: One week _____ Required

Specific Statement(s) from the Standard:

What students should do:

1. Read, view or listen to age-appropriate non-fiction selections and stories:
   a. understand ideas not explicitly stated
   b. make predictions based on information in selection.
   e. distinguish facts from opinions

Product:

Written predictions of story action and endings.

Central Learning:

- Identify and explain the components of a complex task or idea.

Task Description:

Overview: Students write predictions for story action and endings. (The topic(s) about which students read, view and listen can be adapted to your curriculum; you may substitute your topic(s) for wolves in the task description.)

1. Read aloud to the class a book such as The Wolf's Chicken Stew. (See Task 1, Special Notes, Book List.) Stop at two or three points in the story and ask the class to write a paragraph predicting what happens next. (For the final prediction, stop at the point in the story where the wolf looks into the keyhole and the text reads, "But as he peeked into the chicken's house. . .") As an option, you may read two wolf stories and have the students simply write the endings for both.

   Explain that students should base their predictions on what has happened in the story up to this point. However, their predictions can be based on either how they know wolves are generally portrayed in fiction, or they may use their factual knowledge about wolves to write different types of actions and endings. Ask them to indicate for each prediction which approach they are taking. They may simply label it "fact" or "fiction."

2. Give students time to discuss their final predictions for the story ending in small groups. Students should then write a one or two page story ending. At the end of their story prediction, students should indicate whether their prediction is based upon knowledge of real wolves or knowledge of fictional wolves.

Task Description, continued

3. Read the ending of The Wolf's Chicken Stew. Discuss concepts of first impressions, stereotypes, jumping to conclusions and character changes as they relate to the book.

   Examples: Ask students if they were surprised by the ending. Point to the book cover and ask what ideas or expectations they might have gotten about the book from the picture. Did they jump to any conclusions about how the story would end based on their first impressions of the book? Based on stereotypes about wolves from other stories? What conclusions did the wolf jump to when he left the pancakes, donuts, and cake for the chicken? What conclusions did Mrs. Chicken jump to when she found so much food outside her door?

Task Management Skills:

Perseverance
- Focus on the task for appropriate length of time
- Continue to try despite distractions, obstacles, frustrations
- Attend to details and checks for errors

Time Management
- Complete work according to a plan
- Monitor and adjust work plan when necessary. Uses time, space and movement efficiently
- Meet deadlines

Special Notes:

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 3

Wolves--Fact and Fiction

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
_____	Predictions connect to what has already happened in the story.	_____
_____	Predictions all say "fact" or "fiction."	_____
_____	Predictions that say "fact" are based on facts.	_____
_____	Predictions that say "fiction" are based on stories.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK